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Shortcomings in the Education of Women

TO THE EDITORS OF THE CRITIC:—

The following faults of commission and omission in women's colleges in America were recently suggested in conversation to a prominent American woman by a college-bred newspaper man. They were stated in a spirit so fair and friendly that I thought them worthy of transmission to your columns, and submit the memorandum to you as a contribution to one of the most important studies now before our people.

FRANCES E. WILLARD.

I. FAULTS OF COMMISSION.

1. *Too great emphasis of literary and scientific life* as the life really worthy of a woman. This seems to be the only life for which some of the teachers care, and the only ideal of life which they by precept or example hold up to women.

2. *Imitation of man.* In their effort to prove their capacity and the quality of their college work equal to man's, many women strive to make their capacity and quality identical with man's. This is unworthy of womanhood. Men's colleges have many faults which women, starting at this late day, could avoid. At the ——— Annex it is possible and desirable to correct faults and make advances impossible in ——— University. But a ——— University professor (also professor in the Annex) says that the women will not have any improvement; they wish just the same education as the college men, not a better one.

3. *Women's education a fad.* College education is held up before all women as desirable. Many women who lack strength of mind or body weaken what they have in the attempt to do what a few can or should do. Women sacrifice vigor which would otherwise tell to the advantage of men and women, in the attempt to recreate their nature and capacities, and they utterly fail to develop already created capacities and ambitions. While women of too widely varying natures enter college, the college seems to be planned for a too limited class, often apparently for teachers. This makes the contrast all the more dangerous between the too wide range of women and the too narrow curriculum.

II. FAULTS OF OMISSION.*

1. *Lack of physical training,* for (a) purposes of recreation and proper balance of bodily and mental work in college, (b) future health, and (c) the duties of wifehood and motherhood. Women's colleges are not responsible for all the ill-health of their students in and out of college, but it is one of the special functions of women's colleges—through their more experienced trustees and teachers and alumne—to look this question more squarely in the face in the attempt to solve it for all American women.

2. *Lack of social training.* Many of the teachers themselves have no social capacity. They do not care for humanity as much as for books, or they are sadly lacking in ability to express their interest in mankind. The over-emphasis of the literary life prevents recognition of the claims of the social life among those teachers who have social capacity and trained social tact. The woman's college seems to fail to show the possibility of the development and expression of the intellectual in the social life. Women have the power and the opportunity to do this in America. They should put thought into social relations during their four years in college. Throughout I use "social" in a wide sense, including social events, conversation, friendships, mingling with men and women, social helpfulness and the

problems of mankind as bound together into a society with physical, artistic, ethical, and religious needs.

3. *Lack of refining influences and tendencies.* Women themselves recognize this in their college life. It is painfully apparent in some cases to men. Women can point out the way, if anybody can, to a "fine art of conduct" in dress, bearing, thinking, speech, and in a delicate sympathy that has real helpfulness and real tact. It is hard enough for men to attain and retain a wholesome and pervading refinement; and we look to women to set us the example, to hold up before us the ideal, and so in both these ways to make this refinement a pervading force. A member of one of the oldest and best eastern women's colleges, a girl who is apt to be over-loyal, told me that she did not think one would find much refining influence in this college. Under this head I find both an absence of helpful and a presence of hindering influences.

4. *Failure to hold up the ideal of wifehood and motherhood.* I do not forget that some women do not care to marry, and that some are not fitted to do their best work as married women. But a woman's college should present and rightly prepare for the duties of womanhood. In ——— College every teacher is, I think, unmarried, except a very few who are widows. Is it not very rare in other colleges to find women teachers who are, or who have been, married? Does not the almost exclusive presence of unmarried teachers unconsciously tend toward an ideal which is not that of womankind? Of course, I am not issuing a diatribe against unmarried women as teachers, for they find a noble aim there; but I am questioning the effect of the overwhelming proportion in women's colleges. ——— College is more normal than ——— in that it has both men and women on its faculty. So far as I can learn from courses of study and from the experience of my sister, my cousins and my friends, almost nothing is done in the leading women's colleges and co-education schools either by personal or public effort to train women intelligently in this line, or even to suggest the possibilities of the ideal. Is it reasonable for my sister now to feel it unworthy either to have, or to express to friends, this ideal of wifehood or motherhood as her highest ideal, when she frankly expressed it as a little girl?

5. *Lack of preparation for continuity of intellectual life after leaving college.* A woman's college training fails to connect with her later life. The similar failure in men's colleges is somewhat remedied by the continuity of intellectual life in professional or university study and then in professional work. The failure of women's colleges seems to me partly in (a) selection of subjects, and partly in (b) method of work.

(a) Women seem to be working on the same old schedule, instead of taking for scientific study subjects which generally enter into women's later life. In order to let women develop their inborn interest, provide a good range of electives in pedagogy, psychology, hygiene, nursing, physiological chemistry, chemistry of food, economics of the household, physiology, certain branches of medicine (elementary), physical culture, social science, social ethics, history of culture, scientific English composition (*e. g.*, daily themes), and the special interests which women can discover for themselves and which they will be likely to have after college. Of course, the standard branches must also be offered. But there is a whole range of subjects which enter into women's lives for which they have had no college training. How effective women could be in charities, in churches, villages, homes, if some of the time put into things dropped at graduation had been used to give them a systematic knowledge

* In none of these heads do I mean to indicate that there is an *utter* lack of these things.

of social questions! Why should not upper-class girls and graduate students make a regular part of their work the personal investigation and criticism of associated charity work in cities, or of selected families in villages? Women seem to me to be particularly fitted for satisfactory study of the much misunderstood and abused history of culture. They could have almost to themselves—with the exception of Edward Atkinson—the scientific study of domestic economy.

So, they have an open field in certain branches of economic history, the history of household economy, the effect of costume on trade, and vice-versa, the history of social reforms.* Dr. Dyke of Auburndale published an interesting article in *The Atlantic*, about a year ago, on "Sociology in the Education of Women," in which he spoke well of this matter of continuity and of the astonishing lack of courses in social science in women's colleges. Women could make pedagogy more practical and serviceable than it is now, and could put college training to immense advantage in the nursery. President G. Stanley Hall says women can make quicker and finer investigations in psychology than men. I think it was Mrs. Sidgwick of Newnham College, Cambridge, who exposed some of the cleverest spiritualistic frauds in London. All of these things ought to be offered as electives of equal value with literature and mathematics, and not as added burdens to overworked students.

(b) A majority of subjects must be studied in college generally rather than fundamentally, but every woman in the last two years ought to go near enough the bottom of something to find out what original research by the laboratory method is. She ought to have courses for method more than for matter. The college to-day fails to give her such scientific and independent work that she can hardly lose afterward her craving for and power to do her later work—at least, some of it—scientifically. To-day she fails to get such a clear habit of thinking, writing and acting that it shall always be a pleasure to her to do things clearly. This process of natural selection and of research would develop the average college woman, and would give a free range to real genius.

These faults of women's colleges, I think, are very fundamental and serious. One can excuse slow development, but one cannot excuse serious damage to a generation because college authorities and alumnae are unwilling to acknowledge mistakes. The errors can be remedied when the alumnae will forget false loyalty, acknowledge mistakes, and determine to correct them. The wonderful development of woman's higher education shows that it is possible for women's colleges to achieve this when they determine to do so.

Literature

Gardner's Greek Sculpture

A Handbook of Greek Sculpture. By Ernest A. Gardner. The Macmillan Co.

IN THE past twenty-five years the field of Greek art has been worked over with greater painstaking and minuteness than ever before. There have been a number of remarkable discoveries, and more rigid methods have been employed, not only in investigating that which is new, but also in re-examining the monuments that have long been known. Great progress has been made in the knowledge of Greek art and in the accumulation of the kind of data that are required for the foundation of a correct judgment regarding its historic and æsthetic value. Meanwhile, the literature of the subject, which is now a specialty in itself, has become voluminous. The most important results are set forth in the pages of journals of a very limited circulation, or in large and expensive works, the greater number of which are in foreign languages. In the department of sculpture we have the extensive treatises of Brunn and Overbeck in German, of

Collignon in French, and of Mitchell and Murray in English; but none of these is suitable for an introduction to the subject, while the smaller manuals that have heretofore appeared are altogether inadequate for present use. We turn, therefore, with a feeling of pleasure to this attractive work, which fills a manifest gap.

From the modest preface to the first of the two parts which make up the volume, we learn that the author's aim was to furnish "a general outline of our knowledge of Greek sculpture, distinguishing as clearly as possible the different schools and periods, and giving typical instances to show the development of each." He has endeavored, in the use of material, to be discriminating rather than exhaustive. He has wisely confined himself to the task of presenting accepted results, giving slight attention to unverified theories; thus he passes the brilliant but doubtful identification of the Lemnian Athena by Furtwängler (see *The Critic* of 27 June 1896, pp. 467-468) with mention merely in the notes. The framework of the book is thoroughly scientific. The introduction is among the most valuable parts of its contents, and might be read with profit by those interested in other departments of art besides sculpture. It gives a rapid survey of the sources of our knowledge of the subject, both literary and monumental; discusses with unusual clearness the materials and processes of Greek sculpture; brings under consideration the various fields of the sculptor's art, setting forth the significance of architectural and decorative work in the interpretation of free sculpture; and presents a chronological division of the subject, with a characterization of each period—all in the moderate compass of forty-four pages.

The main part of the work is divided into six chapters, each of which deals with a different period. The first treats of "Early Influences—Decorative Art." It takes up briefly the relations of the art of Egypt, Assyria, Phœnicia and Asia Minor to that of primitive Greece; the art of Mycenæ, the island gems, and the myths and traditions of the earliest efforts in the way of artistic construction. The author adopts, with some modifications, the familiar reconstruction of the shield of Achilles by Brunn, and that of the chest of Cypselus published in the *Journal of Hellenic Studies* in 1894. The longest chapter is naturally the third, which covers the great creative period from 480 to 400 B.C. The last chapter, on "Græco-Roman and Roman Sculpture," is the shortest, filling only thirty pages.

The work as a whole is characterized by two traits invaluable in a handbook—maintenance of perspective and sobriety of judgment. Except in the discussion of Græco-Roman sculpture, which does not properly fall within the author's range, the relative importance of topics is everywhere observed, while the method of treatment is clear, fresh and stimulating. Prof. Gardner speaks out of the fullness of first-hand knowledge, with the carefulness of a scientist and the enthusiasm of a natural teacher. He is accurate (we have noticed but few slips, and those of the most trivial character), judicious and thorough-going; he is always master of his material, and so has constructed an "outline" which, though complete in itself, might easily be filled out to make a work of twice or three times the size. The illustrations are aptly chosen, and in mechanical execution among the best that have yet appeared in works of this kind. We may freely say, without danger of objection on the part of the foreign archaeologists, that Prof. Gardner's "Handbook" is the best introductory manual of Greek sculpture at present obtainable in any language.

The publishers announce this book as the first of a series of "Handbooks of Archaeology and Antiquities," the aim of which shall be to present, in separate volumes, each division of ancient art, and each important phase of ancient private and public life, with the help of such illustrative material as the monuments of every kind will yield. The volumes are to be contributed partly by English and American, partly by Continental, scholars; that on Roman Sculp-

* Some women at Toronto University published under Prof. Ashley, now of Harvard, some investigations in economic history

ture, a companion to the book under consideration, is to be written by Salomon Reinach. Prof. Gardner has set a high standard for those who are to follow. If the remaining books are as well made, the Series will be invaluable to readers interested in classical antiquity.

"Elements of Descriptive Astronomy"

By Herbert A. Howe. With 200 illustrations and star-maps. Silver, Burdett & Co.

PROF. HOWE'S book will be warmly welcomed by the rather large class of teachers and pupils who want to know the leading superficial facts about the heavenly bodies, without caring (or perhaps being intellectually able) to do much with the mathematics, mechanics and physics which form the real substance of astronomy. For its purpose the book is excellently planned and executed. Its author has been a practical astronomer for twenty years, and a very successful teacher of the science; he writes, therefore, with a personal knowledge of his subject, and not as a mere compiler. The style of the book is clear and interesting; it is generally accurate in its statements, and in most points it brings the record very completely down to the date of publication. We notice a few slips, however, which ought to be corrected in a future edition—the misspelling of the name of Ramsay, the discoverer of helium, on page 52; the ascription of the invention of the sextant to Halley, instead of Hadley (or, more properly yet, to our American Godfrey), on page 311; and especially the interchange of the names of the satellites of Mars, on page 306. It seems to us, also, a serious mistake to omit, in the description of a planet, a statement of its mass, density and surface gravity as compared with the earth, since these data are among the most important in enabling us to conceive the planet's physical conditions.

It is hardly to be expected, perhaps, that a student will retain all such figures in his memory; but that is no reason for not giving them in the connection where they will be useful in building up his "idea" of the body he is studying. And the author's neglect to mention the diffraction spectroscopy, the spectroheliograph (though he gives pictorial illustrations of some of its results), the identification of helium, Spoerer's remarkable law of sun-spot latitudes and the mathematically regular arrangement of the lines in the spectra of hydrogen and many other elements, leaves the work distinctly behind the times in respect to important particulars. Of course, we do not mention here any of the interesting and significant results that have appeared since the book was published. The "Exercises" at the end of each chapter form a special feature, and will doubtless be found very useful in class-work. Many of them, however, appear to be quite beyond the range of the pupils who will study the book. The appendices are valuable, especially Appendix IV, entitled "Landmarks of Astronomy," which contains a great deal of interesting information not otherwise easily accessible to scholars and their teachers.

Mechanically the volume is quite out of the line of ordinary text-books. It is very handsomely printed and bound; and is profusely, and on the whole elegantly, illustrated, though in this respect there is a good deal of inequality. When the plates are good they are "very, very good, but when they are bad they are horrid." The portraits are generally excellent—those of the elder Clark and Prof. Adams especially. So, also, are many of the photographs and three of the colored lithographs. The frontispiece, on the other hand—a colored plate showing spectra of different types,—is extremely bad, and had much better be omitted: it entirely misrepresents some of the most important points it is intended to illustrate. The C line is double, the sodium spectrum has dark lines in it, in the spectrum of Sirius the regularity of the hydrogen series does not appear at all, and as for the spectrum of a comet, the less said the better!

Still, notwithstanding the drawbacks we have mentioned (most of which can easily be remedied in a subsequent edi-

ture), the book is one which every teacher of astronomy ought to have in his library, even if he does not care to introduce it into his class-room.

"The Beginnings of Art"

By Dr. Ernst Grosse. Illustrated. D. Appleton & Co.

DR. GROSSE, who is favorably known to many as the author of "Art from a Sociological Standpoint" and other useful works, claims to be first in the field in taking a systematic survey of the arts of primitive man. The claim really amounts to little. The strict method on which he plumes himself consists wholly in confining himself to the arts of peoples in the hunting stage of civilization. This, however, gives his book a distinct aim; and he may be said to have presented what belongs to his chosen subject in a clearer light than any of his predecessors. His object is to point out the general laws which, in his opinion, are to be seen in the particular group of facts which he has isolated; and he maintains that, as those facts concern the arts of the lowest peoples, the laws to be deduced from them may be expected to be fundamental. But he is obliged to distinguish not only between what is primitive and what is not, but also between what is art and what is not. His singling out of purely hunting peoples—the Australians, Andaman Islanders, African Bushmen, Eskimos, Aleuts, Fuegians and the Botocudo of Brazil,—setting aside the partly agricultural American Indians and the reindeer-herding Samoyeds and kindred tribes of northern Asia, brings us undoubtedly a step nearer to really primitive conditions. But determining what he will admit as art, he accepts the unphilosophical view that makes the essence of art its "uselessness"—i. e., for anything but the giving of pleasure. He inclines, indeed, to widen that view, instead of restricting it. On this side, therefore, his materials are as heterogeneous, and his conclusions as much beside the point, as those of the critics and philosophers whom he contemns as "unscientific."

It is proper, and, indeed, necessary, for a critic to take into account subject and technique along with motive, for he deals with the entire work of the artist and all its associations; but he who would erect a science of art must take a narrower view and confine himself to what is essential, omitting considerations of subject, tools, materials, except so far as they bear upon the artistic motive and workmanship. Dr. Grosse examines separately the arts of personal adornment, ornamentation of weapons and dress, representations of natural objects, and the dance, poetry and music, denying the existence of any fundamental connection between these different manifestations of art. In this he is right, from his point of view. People do not make a picture of a serpent for the same reason that they ornament a shield with a zigzag line. But what sort of general laws can we expect to find applicable to stone cutting, painting, singing, poetry and dancing? Those which our author does find are sociological rather than æsthetic. Obviously, the ground should be narrowed to what all these arts have in common. Some of those merely speculative philosophers whom Dr. Grosse despises have advanced the opinion that this common quality is beauty, or, to be exact, the harmonious relation of parts. Our author finds such harmonious relations in the exact rhythm and the beginnings of melody in savage music, and in the rhythmical motions of the dance. The savage songs, and stories which he gives after Rink, Grey and other collectors, show rhythm, repetition and climax. Rhythmical alternation is, as is well-known, a characteristic of all savage ornament. It makes no difference that these ornamental forms have been derived from naturalistic representations, through the limitations imposed by technique. No one nowadays supposes that geometrical conceptions were in the mind of man from the beginning. But the simple harmony is now there, in savage ornament, and we need not doubt that it is there to give pleasure. It may be open to question whether such beauty as we find in the drawings of

cattle and the like by Bushmen, and the bone-carvings of the Eskimos and the cave-dwellers of France, is intentional; but, in the absence of direct evidence to the contrary, it seems safest to believe that it is. If not, then these works should be classed as merely representative, or documentary, and not artistic.

Dr. Grosse, following Hennequin, assails Taine's theory that the differences in character of the different schools of art are due to differences of climate, race and period. His contention is that they are chiefly, if not wholly, due to differences in culture. He shows that, while the differences as to race and climate between Australia and the hyperborean regions of America are very great, the arts of their natives are at nearly the same stage of development, and deal with the same subjects, almost exclusively animals and men. But this, as has been already pointed out, is another problem. We should expect that, given the same objects of interest, the same simple tools and materials, the results, as to subjects and technique, would be much alike. What we should be told, in order to prove Taine wrong, is, first, what differences, however slight, there are, in character of beauty, between Eskimo art and Australian, and, secondly, how those differences arose. Dr. Grosse concerns himself little about this problem. He shows that the Bushmen are by far the best musicians of the hunting peoples, and the Eskimos the best story-tellers; but he does not hazard a guess as to why. Perhaps the data are here insufficient. But he might have compared the arts of hunting tribes with those of herding and primitive agricultural peoples, and with the more developed arts of Egypt, Chaldea and China. At any rate, the blows aimed at Taine fall wide of the mark.

As regards a third question, one which seems to trouble many minds at present, the question, that is, of the utility of art, he has more to say than is novel; the persons in question may find much of it reassuring. Art must have been of great practical use, he says, to the savages who have devoted so much of their time to it; otherwise there would now be no savage artists. And he shows that the dance has been useful as a means of social unification, and the practise of ornament in developing manual skill. He fails to point out the great importance of the representative arts in forming our conceptions of natural objects—perhaps the only reason for their practise by primitive peoples.

Dr. Grosse's book is well written and carefully edited.

America's Trade in Slaves

The Suppression of the African Slave Trade to the United States of America, 1638-1870. By W. E. Burghardt DuBois, Ph. D. (Harvard Historical Studies.) Longmans, Green & Co.

IN SEVERAL respects, this is a remarkable book. It is the work of a Negro, a graduate and Fellow of Harvard University, until recently a professor in Wilberforce University, and now Professor of Economics and History at Atlanta University (see page 107). He has made a very careful and critical study of the national, state and colonial statutes, Congressional documents, reports of societies and personal narratives bearing upon the subject. It is difficult now to believe that the slave trade was once considered the very life of the colonies and an unquestioned axiom in British economics. Merchants at home and planters abroad clamored for slaves, and it became the settled policy of England to encourage the trade. At the opening of this century, there were nearly 1,000,000 black bondmen in the United States. Their condition varied from the house-service of New England, the mild serfdom of Pennsylvania and New Jersey and the aristocratic caste system of Maryland and Virginia to the brutal oppression of the mines and plantations. The docility born of long years of bondage and the strict discipline known within our memory, were absent in the early days of this vast importation of black savages from Africa, and some of the awful punishments of those times—crucifixion, burning and starvation—are almost

beyond belief. Dr. DuBois has thoroughly explored his subject and presents the result of his studies with great clearness and fairness. He distinguishes between the planting, farming and trading colonies, shows the vicissitudes of the traffic during the period of the Revolution, the discussions of the Federal Convention in 1787, the influence of the Haytian revolution, the attempted suppressions, the international status of the slave-trade, the rise of "King Cotton" and the final crisis between 1850 and 1870. A brilliant brief chapter discusses the essentials of the struggle. The chronological and bibliographical appendices seem to leave nothing to be desired.

The first American protest against the slave-trade came, says the author, "from certain German Friends in 1688, at a Weekly Meeting held in Germantown, Pennsylvania" (page 21). Prof. DuBois, in following the general tradition on this point, quite probably errs; for it is most likely that the famous document emanated from the Mennonites, or Dutch Anabaptists, rather than from the Friends or Quakers. The same little meeting-house, still standing, in which the reviewer has more than once worshipped, was, when first built, occupied by both the Mennonites and the Friends, and the internal evidence of the document seems to point to the fact that, while unmistakably not a few of the Quakers held Negro slaves, the Mennonites from the first refused to hold any man in bondage against his will. The Friends never spoke of themselves as "Quakers," and the wording of the document is "Ye Quakers do here handel men," and "who shall maintain this your cause or plead for it," etc. The pronoun "you" or "your" occurs several times, and "Quakers" is in the second person, the language being evidently in mild and fraternal protest of the Mennonites, not only against "the world's people" in general, but even against Quakers.

"Philosophy of Knowledge"

By George Trumbull Ladd. Charles Scribner's Sons.

THE AUTHOR calls this work an "inquiry into the nature, limits and validity of human cognitive faculty," and in his preface says that "it asks and should receive the treatment due to a pioneer work." He tells us that, in preparing it, he has derived no help from any English writer, and not much from the Germans, though he admits that no questions are more earnestly discussed at the present day than those he deals with. It may be that there is no other single book extant which discusses all the topics that Prof. Ladd touches upon, but we cannot see why it should be called a pioneer work, since the questions it deals with have been the leading topics in philosophy ever since Locke, and there is nothing specially new or striking in the author's treatment of them. Nevertheless, there is much that is good in the book, and some freshness in the treatment of certain subjects. Unfortunately, the style is diffuse and prolix, and for that reason the book is likely to be less influential than it otherwise would be.

Prof. Ladd's standpoint is that known as Neo-Kantian; that is, he accepts Kant's theory that time and space, with causation and other so-called categories, are nothing but "forms of thought," and not realities in the objective world; but he rejects the skeptical consequences which Kant himself thought flowed inevitably from that doctrine. He also maintains that we have an immediate knowledge of our own selves, and that this knowledge of self is the basis of all our other knowledge. His difficulties arise when he attempts to show how we get our knowledge of external things, and on this point we are left in much doubt as to what he really believes. He rejects the doctrine of the Scottish school, that we have an immediate perception of external things, and repeatedly states that we know them only by "representations" of them in our minds; yet he none the less maintains that we know them with certainty, and that extreme idealism is an absurdity. "All knowledge," he says,

"is in its very nature transubjective. Its fundamental affirmation—an affirmation from which it never for a single moment, or so much as in one lonely instance, departs—is of the extra-mentally existent" (pp. 563-564). How those different portions are to be reconciled, we have failed to gather from a perusal of the book.

The chapters on feeling in its relation to knowledge and on the teleology of knowledge are among the best in the book. The author shows very clearly that feeling is not only present in every act of knowledge, but is the force that impels us to seek knowledge, and to some extent the regulator of the search. Prof. Ladd deserves credit, also, for emphasizing the ethical and æsthetic forms of knowledge. As regards the relation of knowledge to reality, his judgment is that we are able to know reality because the real world is the manifestation of an absolute spirit whose modes of cognition are similar to our own. How this spirit is to be conceived of, however, he does not make clear, some of his expressions resembling those of Christian theism, while others have a pantheistic tone. For a clear statement of his views on that subject we shall probably have to wait for other books, which he intimates his intention of writing.

"Some Questions of Good English"

By Ralph Olmsted Williams. Henry Holt & Co.

THIS IS the reprint of certain discussions in literary journals with Mr. Fitzedward Hall. Their publication in book-form has been approved by such men as Profs. A. S. Hill of Harvard, A. S. Cook of Yale, Brander Matthews of Columbia, T. W. Hunt of Princeton, and others. They will particularly interest teachers and critical students of English, and, in a less degree, a considerable fraction of the larger public of "general readers."

The first controversy was initiated by Mr. Hall's objections to "known to" as used in this sentence quoted from Marsh's "Lectures":—"The word *respect*, in this combination, has none of the meanings known to it, as an independent noun, in the English vocabulary." Coleridge had criticised Lord Grenville for writing of warfare "unknown to the practice of civilized nations," the word "to" being "absurdly used for the word 'in'"; and Mr. Hall said that Mr. Marsh's "known to" was "not unlike" the nobleman's "unknown to." Mr. Williams, in our opinion, is clearly right in assuming that the metonymical extension of "known to everybody" (used by Mr. Hall himself) to Shakespeare's "known to the camp" ("Coriolanus" i. 9) and Cardinal Newman's "unknown to the classical age," etc., is natural and justifiable. But Mr. Hall insists that Mr. Marsh's expression involves something more than such a metonymy. It seems to him "a highly nebulous and intolerable sort of personification," since to say that a meaning is known to a word is "just like saying that a word 'knows' a meaning for 'has' it." This kind of criticism would rule out many well-established idioms which cannot be changed from passive to active or active to passive. Mr. Hall, as might be expected, finds "to" "misused" by Longfellow, Lowell, Holmes, Stedman, Prof. A. S. Hill, and other American writers in many other expressions; like "protection to property," "a few hundred pounds to the year," "a hard metallic glitter to his talk," "he set out at once to Boston," etc.; and yet he says, in the next paragraph, that "good contemporary usage, not analogy, determines what is idiomatic." Is not the usage of writers like those just mentioned "good contemporary usage"?

Mr. Williams well says:—"That metonymical phrases should give rise to other phrases similar in form but not metonymical in sense is not especially remarkable. It would seem to be one of the numerous changes in language produced by imitation of mere form." We should say that this is so common that it might almost be called a law of language; and if any of these imitative phrases are adopted by a considerable number of reputable writers, they become good idiomatic English.

Other chapters in the book discuss "none but they" for "none but them," "is being built," "born in Boston," "to part from" and "to part with"; also the distinction between "every" and "each," the misplacing of the adverb "only," "Americanisms," etc. Two indexes, one of names of writers, the other of words and phrases, together filling twenty pages, add to the value of the book for purposes of reference.

"An Introduction to Geology"

By William B. Scott. The Macmillan Co.

PROF. SCOTT has undertaken in this book to give American students the equivalent, in a general way, of Sir Archibald Geikie's "Class Book," drawing, however, his examples and illustrations from the fields of this country. Measured by the standard which the author has set himself, his task has been well accomplished. The body of fact compressed within these 500 pages is large; the arrangement of it follows the usual categorical order. Beginning with a brief—an over-brief—account of the history of geological science, we have in Chapter I a list, with some slight descriptions, of the important rock-forming minerals. If the student has had a fair training in elementary chemistry and mineralogy (for which there is no prescription), he will be able to make something out of statements such as the first which comes to view in turning the pages:—"Ilmenite is a titaniferous ferric oxide (Ti, Fe), O_3 —Sp. gr.—4.552; H—5.6. When crystallized this mineral is rhombohedral, but is generally massive." The dose of this excellent physic is less considerable in amount than is usual in textbooks of geology, but the twenty pages of it are enough to qualify a youth's hunger for the lore of the earth.

The account of dynamic geology begins with the most abstruse of the earth's problems, that of volcanoes. The facts chosen for presentation are judiciously selected, as they are, indeed, in all this portion of the work. Much of the exposition, however, is in language that will not be clear to beginners, for whom the book is intended. The statement that "glaciers play a very important part in keeping up the circulation of the atmosphere's waters" (p. 154) is true enough, but its meaning is likely to escape the novice. The evident shortcoming of this portion of the work is the failure to make clear to the student the origin, nature and modes of application of the forces which operate upon and within the earth. It is thus static rather than dynamic geology which is set before the reader. Moreover, there is a lack of that sense in the series of actions in the history of the sphere which is the best part of what the science may contribute to education. The student will not from this treatment of the subject be likely to see the world as a living and functioning individuality, as the teacher should seek to have him see it.

The account of the succession of strata is an excellent condensation of the facts, especially those exhibited by the American rocks. Within the limits which the author set for his task, it is probably the most effective statement that has been made. It will admirably serve the needs of the advanced student who desires to recall what he has learned by careful study of the important types of fossils characteristic of the several formations; but to the youth untrained in general zoology and botany, the lists of names, with at most a few words of explanation concerning the creatures to which they belong, will convey no real knowledge whatever, and may prove distinctly harmful by persuading him that he has learned facts when he has memorized names. A case in point is the account of certain beds of the lower Eocene, which is as follows:—"The Puerco shows its close relations to the Mesozoic in the presence of the numerous multituberculata, the last and largest of that group (*Ptilodus* and *Polymastodon* are the common genera). The primitive type of flesh eaters (*Creodonts*) and ancestors of the true carnivora are abundant, as are also the primitive hoofed animals (*Condylarthra* and *Amblypoda*); the curious *Tillodonts*, *Ganodonts* and primæval *Lemuroids* complete the lists. Especially noteworthy is the entire absence of rodents, of true carnivores, of *Artiodactyls* and *Perrissodactyls*." This is an excellent and compact statement, and a fair understanding of it would serve admirably as a test of the learning of a candidate for the degree of Doctor of Science in Palæontology. But it may be doubted whether there are a hundred persons dwelling in this realm who are competent to profit by the story. To the ordinary high-school or college boy, without the help of a very patient and learned master, it would be words—mere words.

It should be understood that this criticism concerning the use of terms which can have little or no meaning to the novice is not directed against Prof. Scott's book alone—he is, indeed, less open to remark in this regard than any other recent writer on the subject,—but against all those text-books of geology that discharge upon the heads of unhappy students loads of names which have meaning only to those who have labored for a lifetime in the field. It needs to be understood that, apart from its simpler problems, geology, being a congeries of sciences, cannot be presented in a profitable manner save to those who have had an adequate training in at least the elements of astronomy, physics, chemistry, mineralogy and biology.

The illustrations are excellent, and there is less borrowing from other text-books than is usual in such works. Perhaps because of the originality of the numerous plates and figures, certain of them fail to attain the end in view. Thus figure 65 will carry no meaning to the student, and the same may be said of figure 119 and various others. As a whole, however, the graphic part of the work, as well as its general form, is worthy of high praise.

"Theory of Thought and Knowledge"

By Borden P. Bowne. Harper & Bros.

IN HIS introduction to this work, Prof. Bowne remarks that "there are certain typical theories of knowing and being," and that "whoever would understand the problems and the history of philosophy must master these typical theories." He adds that "when we know the logic of the general view, we need not waste time in studying its particular forms." Now, if we followed that advice in dealing with his own book, we need not read beyond the end of the first chapter; for that chapter makes it plain that his own theory belongs to the so-called Neo-Kantian school, the school represented in England by such men as T. H. Green and Edward Caird. Yet Prof. Bowne's work shows that he is an independent, though not an original, thinker; and he is an earnest and almost vehement advocate of the views that he holds. His book consists of two distinct parts, the first dealing with thought, the second with knowledge in its objective significance. In the first part the author treats of conception, judgment and inference, and also of the Kantian categories, or "forms of thought," while in the second he discusses such topics as skepticism, realism and idealism, and other matters concerning the relation of thought to reality.

The author is not always complimentary towards his opponents, and is particularly severe against the association school. Yet he comes, at last, to very much the same conclusion as Hume did; for he says that "our faith must be practical rather than speculative." He maintains, however, that we are amply justified in believing in the existence of a Divine Intelligence and in "all of those practical principles which are necessary for the realization of our highest and fullest life."

"College Training for Women"

By Kate Halladay Claghorn. T. Y. Crowell & Co.

MISS CLAGHORN'S little book is, in the main, wise, sensible and interesting. Her observations upon the student group as a sociological force are novel and suggestive, and the more practical portions of her work convey much sound advice. The warning to parents who are selecting a college for their daughters, to investigate the dietary of the institution no less carefully than other more obvious features, is timely. Even in this enlightened day college faculties have not fully admitted the fact that the brain is the pensioner of the stomach. The author offers good counsel to the would-be collegian as to what to seek and what to avoid in her school life. This advice, as its giver recognizes, is likely to be ineffective through the well-known tendency of the young to reject any teaching save that of experience. The pages which contain her summary of what the college cannot do are perhaps the most valuable in the book. The value of college training to a girl is, in general, over estimated by the foolish and under-estimated by the wise. Both classes will find food for reflection here.

Although her general attitude is so sane and broad-minded, we quarrel with the author over some of the implications in the chapter upon "The College Woman as a Social Influence." Anything which fosters the notion in the mind of the newly-graduated girl that she has a special mission toward society is pernicious. It makes for self-consciousness and tends to deprive her of the benefit she would naturally get from social intercourse with her kind. To a young woman of leisure a college training offers two primary benefits: first, it makes her mind a more interesting plaything for herself; secondly, by submerging her in an atmosphere of idealism during the important developmental years, it promotes her subsequent inward peace, for confirmed habits of idealism simplify materially the ordinary conflicts of later life with the world and the devil. These things go for something in the final development of character, and it is through this final development of character, if at all, that the girl enriches society. But nothing so retards the normal development of a young person as the impression that she has more to teach than to learn. The exemplar of this arrested development is the restless, nervous and very much occupied alumna who magnifies her office unduly. Happily she is not the prevailing type, but we have all met her often enough to

know that she represents an evolution not to be desired. We do not believe that Miss Claghorn can intend either to approve or encourage the species, although she justifies the fundamental error of such women by intimating that the college woman has something especial to do for the world by virtue of the incident of her education.

"The Aurora Borealis"

By Alfred Angot. Illus. (International Scientific Series). D. Appleton & Co.

IT IS a long time since any authoritative work on the Aurora has appeared, so that M. Angot's little book comes very opportunely. It gives succinctly the history of the subject, and presents a well-illustrated description of the phenomena of the Aurora as observed in various localities (mainly in northern Europe), with a discussion of the facts which may be regarded as securely ascertained, and their theoretical explanations. It belongs to the class of popular, or semi-popular, scientific books, is written in a clear and interesting style, and is very well translated from the original French. The reader must not expect to find all the mysteries of the beautiful phenomenon explained, for many of its problems still resist solution. We can only say at present that it is certainly due in some way to electric currents and discharges in our atmosphere, directed and controlled by the action of terrestrial magnetism. But there is also evidence of the presence of luminous matter of a kind not yet recognized in our laboratories; and the forces that originate the electric disturbances appear to be, to some extent, non-terrestrial—partly solar, and partly, perhaps, cosmical. The author considers that we have two distinct classes of Auroras. Those of the first class are low down in our air, sometimes descending even to the surface of the earth, and as a rule are confined to the high latitudes. Those of the second class, on the other hand, are limited to the upper regions of the atmosphere; at an altitude, in some cases, of several hundred miles.

One erroneous statement in the book requires notice—the assertion (on pages 46 and 150) that the yellow line which is the brightest and most characteristic of all in the spectrum of the Aurora is also found in the spectrum of the Zodiacal Light. It would take too long to explain how this error originated and acquired its currency; but it certainly is an error, and one that is very misleading in its theoretical bearings.

"The Balkans"

Roumania, Bulgaria, Servia and Montenegro. By William Miller. (The Story of the Nations.) G. P. Putnam's Sons.

CONSCIOUSLY or unconsciously, this volume from the pen of Mr. Miller, who is a graduate of Oxford and a London barrister, is a vindication of the great statesman Stambuloff. The assassination of this noble patriot revealed afresh the fiery core of those race hatreds and jealousies which, like smouldering embers, are ever ready to burst out in flame. As in the west the Low Countries, so in the east has the Balkan peninsula been the permanent battle field, the "cock-pit of Europe." That Eastern Question which the next century, we hope, is to settle in the only way it can be settled—by federation, with the use of arbitration instead of killing machines,—had its origin here. Here, too, Islam and Christianity met and entered upon that struggle which means death to one or the other. Underneath these great elements of conflict have been the mutual jealousies born out of ancient traditions and struggles for supremacy, while ever active has been that alternation of friendship and enmity between the Russians and Turks, and between the peoples of the Balkans and these two nations. Just as in the far East to day the proud and incompetent Korean, bullied in turn by Chinese, Japanese and Russians, remembers how his ancestral empire once extended far beyond its present boundaries, so the Servian and Bulgarian cannot forget that their ancestors once governed a great empire, whose head called himself a Caesar or Tsar. The dream of the Servian and Bulgarian is still to make the ancient reality once more to surprise the world—and this, whether or not there be room with the other races and powers crowding upon them. Deeply rooted are the jealousies and very lofty are the aspirations that make the problem of the settlement of the conflicting claims of these historic states so difficult to solve. The late minister Stambuloff lived in order to make possible a Balkan confederation. This, however, would not suit Russia—Russia that knows so well how to "divide and rule." It was not difficult to play upon the ambition of men wounded in their vanity by the statesmanship of Stambuloff, and so they made away with him.

Mr. Miller's book is written with personal knowledge of the countries of which he treats, but in the main it may be said that it is rather a highly creditable and scholarly compilation than a work of original research. It is, however, very readable. The author has clarified the whole complex subject, making use of a style that is enlivened by well-chosen details of life and manners, as well as of important events. He sketches in each of the states, the Roman period, the conversion of the people to Christianity, the glorious eras of their history, their conquest by the Turks, their struggles for freedom, the modern contact with Russia and western Europe, and the attainment of their independence. This volume, like the others of this interesting series now nearing its fiftieth volume, is well equipped with portraits, maps, illustrations from photographs and antiquities, and an index.

"The Chief End of Man"

By George S. Merriam. Houghton, Mifflin & Co.

SOME WRITING is done, like carpeting, by the yard; some, like embroidery, by the piece; and some, like music and pictures and all beautiful things, without rule or measure, and responsive to no test outside itself. We call it Literature.

Mr. Merriam's latest book narrowly escapes being included in the last class. It has so many of the qualities which should place it there, that one lays it down with a sigh of reproach. If the author had been just a shade less conscientious toward his subject, it might have been possible to write a review that would more nearly do him justice. If, in place of the logical sequence into which he has carefully woven his note-book thoughts, he had fallen now and then into inevitableness, he might have expressed better his real self. The subject has possibilities. Man's Chief End is "to glorify God and enjoy Him forever," or, as Mr. Merriam phrases it, "How can he be good, and how can he be happy?" We have all of us had thoughts on it. Some of us have, even now, a reasonable amount of interest in it. We should like very well to be told how to be happy. We could even endure being told how to be good. And most of us could read with interest a creative confession of ignorance of the whole question. When we are told that the end is "Fidelity to the best we know, and search always for the best," we cannot well gainsay it. But we do not seem to have got anywhere in particular. What is the best, pray tell? Where may it be sought? In goodness? In happiness? In seeking one, and finding the other? Mr. Merriam's answer comes back to the good old paradox:—

"Straight is the line of duty,
Curved is the line of beauty,
Follow the one and thou shalt see
The other ever following thee."

The book strikes one note, however, which gives no uncertain tone, and which is very significant. Through it all runs a tacit plea for natural religion. The author hardly takes the trouble to assert that revealed religion is no longer authoritative. He assumes it in a matter-of-course way, startling in its directness. Briefly summed up, his position is this: We live in a transition time; the written word is failing us; the Bible deals in myths. But the voice of nature speaks the same message. We have, perhaps, long since settled into personal acquiescence with certain heresies. But we are not yet accustomed to seeing them on the printed page. "Robert Elsmere" was a revelation, not of any depth or breadth of thought on the part of Mrs. Ward, but of a state of mind everywhere prevalent, waiting to be astonished that other people had been thinking the same thoughts and cherishing the same doubts. The real message of such a book as Mr. Merriam's is that human nature is, after all, much alike the world over, and that heretics have not—much as they would like to believe the contrary—the monopoly of adventurous and daring thoughts.

Other Educational Books

THE "Guide to the Study of American History" prepared by Assistant Professors Edward Channing and Albert Bushnell Hart of Harvard University, will be found of equal service to teachers, students, readers and librarians. The outcome of practical experience, this work contains in Part I a set of lists of related books—state, town, county and city histories, national, colonial, state and local records and statutes, biographies, writings of statesmen, reminiscences, newspapers and periodicals, books of travel, novels, poems, etc., together with descriptions of methods of class exer-

cises, of reading history, of written work, and of oral and written tests. Part II is devoted to "Topics and References in Colonial History"; Part III to "Topics and References in United States History." The work is a monument of diligent research, and will be welcomed by all serious students of the history of this country in general, or of any particular period thereof. (Ginn & Co.)—PROF. FISHER of Yale, in his "Brief History of the Nations," has given to teachers a manual of general history which must prove of considerable utility. The most juvenile will probably question the "willingness" of the citizens of Calais to be hung (p. 312), and both juvenile and mature minds will again protest against the usual kaleidoscopic effects of a general history, but the narrative is accurate and fair, and the illustrations are among the best that we have seen in school books. (American Book Co.)

"THE COLLEGE YEAR BOOK" for the academic year 1896-'97, compiled by Mr. Edwin Emerson, Jr., is a promising venture in the line of annual reference-books. It contains an alphabetical catalogue and description of all American universities, colleges and schools of learning qualified to confer collegiate degrees. The main facts in their history are given, with the number of students and instructors, the income, size of libraries, etc., and a full list of the faculties. Lists of degrees are added; also college fraternities, cheers and yells, publications, and other statistics; likewise a complete athletic record, including inter-collegiate games and contests of all kinds. An alphabetical list of all professors, instructors, and college officers is appended. The work throughout, so far as we have been able to test it, is done with commendable accuracy. The account of the colleges fills more than 400 pages of fine type, and the miscellaneous matter and index nearly 200 more. Many of the institutions, particularly at the South and West, are small affairs, with three or four instructors, fifty or sixty students, and from 300 to 500 volumes in their libraries. Some of these colleges have been in existence for fifty years, and some assume the title of "University." Yet the degrees they can confer are nominally the same as those of Harvard, with its 3800 students, 366 instructors, and 466,410 volumes in its library. (Stone & Kimball.)—"CONSTRUCTIVE RHETORIC," by Edward E. Hale, Jr., professor in Union College, is a thoroughly practical book which every teacher in school or college will find helpful and suggestive, whether he adopts it as a regular text-book or not. It is not said to be made up of the author's lectures to his classes, though the frequent contractions—like "that's," "it's," "don't," etc.—would suggest this origin. Copious exercises for the student are included. (H. Holt & Co.)

"TALKS ON WRITING ENGLISH," by Prof. Arlo Bates of the Boston Institute of Technology, are precisely what they are entitled, being familiar lectures given as a course on advanced English composition in the Lowell Free Classes. There is much sound sense in them, and for the most part it is well put. The book is not intended, we suppose, as a text-book, but it may be commended for private study, and teachers can get some useful hints from it for oral instruction in composition. There are many bright sayings in it—as this, for instance, concerning epigrams:—"An epigram is valuable and commendable only in so far as it serves the purpose for which it is contrived. The Greeks used the word originally to signify a verse inscribed on a tomb, and not a few modern epigrams are the epitaphs of thoughts killed in making them." Occasionally, however, the author's style is awkward; as in this:—"The rule never to make a comparison without realizing fully what it is should be regarded as being as binding as a moral precept." His figures often seem not to be "naturally suggested"; as in describing the mixed metaphor as "that hybrid microbe with which the pages of sensational fiction swarm." Frequent as mixed metaphors may be, they are not so multitudinous as microbes, and they are to be seen at a glance, which microbes are not. Other examples of this fault are the following: "Not everything which claims to explain really makes clear, any more than all which wears the air of virtue shall escape scorching in the everlasting bonfire"; "It is as foolish to start upon a literary career without the habit of jotting things down as it would be to put to sea without water in the casks"; "To protest against the fact established by sound logic no more destroys it than the wail of a child brings down from heaven the round yellow moon for which he cries." The "dog-baying the moon," which does no harm to the orb, would seem to be more natural and ex-

pressive in this last passage. These peculiar similes are very frequent in the book. (Houghton, Mifflin & Co.)

BOSTON BABIES, it is said, are born with spectacles, and wail in the dead languages, and for such children as these, Angelo Heilprin's primer of geology, "The Earth and its Story," will prove a very acceptable book; but for the average youngster it will prove too learned, and the wealth of smeary half-tones will not make it attractive. The author does not bring himself down to the child's level, and so has written over its head in almost every chapter. There is no more difficult task than preparing suitable text-books for beginners, and here is an instance of excellent intention that falls short of the mark. The child-reader is assumed to know something of the subject; probably he does, but an author must assume, on the other hand, that he is wholly ignorant and present the subject in a way that will rouse the scholar's interest. The intention is excellent. There is no subject that it is more desirable should be presented early to a child's attention, and there are several most excellent geological primers already before the public, but we fail to find any special features in this "Earth and its Story" that commend it beyond earlier publications. The author admits the difficulties of treating of such a subject as geology satisfactorily in a few pages, and he has not overcome them. (Silver, Burdett & Co.)

MR. WARNER may be right in his views as to the sort of reading best adapted to children, yet he can scarcely hope to secure a large following among the young people themselves. While they do not ask to be written down to, and have no relish for namby-pamby, they do enjoy a sprightly narrative that comes within their comprehension in its language and allusions. The value of history is not in the facts recorded, but in their application as examples or warnings, yet there is art in the presentation of those facts. No better method of making them fresh, vivid and instinct with life has been found than that adopted by the authors of "The Children's History Book." Here are two dozen stories by such writers as Hezekiah Butterworth, Jane G. Austen, Margaret J. Preston, Willis Boyd Allen, E. S. Brooks, Paul H. Hayne and fifteen others, all illustrative of our country's history, from the pre-Columbian period down to the latest Decoration Day. Indians, Spaniards, Pilgrims and Puritans, boy patriots, Acadians, Capt. Perry and Capt. Abe Lincoln are among the characters introduced. Some of the stories are in verse. The volume is attractive in typography and external dress, and the many pictures give it additional charm. (Lothrop Pub. Co.)

THE "Deutsche Sprachlehre für Anfänger," edited by Prof. Clara Wenckebach of Wellesley, is a thorough and scholarly piece of work, which will, no doubt, obtain the sanction of all teachers who use it. (Henry Holt & Co.)—A TRANSLATION of the first part of Prof. Richard Hertwig's "Lehrbuch der Zoologie" has been made by Prof. George W. Field of Brown University, and will, we are sure, be enthusiastically received by all who know and appreciate the original German work. That it will win for itself a place in its English dress, there can be no doubt. The translation is thoroughly well done. (Henry Holt & Co.)—LESSING'S "Nathan der Weise," that most effective "essay on toleration in the form of a dialogue," as Lowell called it, appears in a handy form in the series of German Texts edited by Prof. W. D. Whitney. The work itself has been edited by Prof. H. C. G. Brandt, who has modernized the spelling and punctuation, and supplied a useful introduction and abundant notes. In his introduction Prof. Brandt gives a short account of Lessing's life and notices the principal criticisms on the play. (Henry Holt & Co.)

"PLANTS AND THEIR CHILDREN," a reader for the young, by Mrs. William Starr Dana, is commendable for its simple style, interesting narrative, accurate description and generally valuable information. It will awaken interest and promote the power of observation. (American Book Co.)—A NEW, revised edition of Prof. Charles F. Richardson's "Primer of American Literature" contains the following new features: portraits and pictures of the homes of Bryant, Longfellow, Whittier, Holmes, Lowell, Hawthorne, Mrs. Stowe, and Emerson; "Helps for Future Study"; a "Course of Reading in the Masterpieces of American Literature"; and a chronological table. The admirable little work,

which is now in its seventy-third thousand, is as well adapted for private reading as for class use. (Houghton, Mifflin & Co.)—THE HANDBOOK of "Mechanical Drawing" prepared by Charles F. Jackson treats in full the subject of projections, and is recommended by its author to art students for the acquisition of a better comprehension of intersecting solids, and as a preparation for the study of perspective. Difficult terms have been avoided, and the explanations made as clearly and concisely as possible. The numerous drawings that fill nearly half of the book are merely intended as sketches for guidance. (J. B. Lippincott Co.)

THE AUTHOR of "Glaciers of North America," Mr. Israel C. Russell, in presenting this most attractive phase of geology and physical geography to the public, wisely takes advantage of the fact that we have at home superior opportunities for the study of glacial geology, glacial physics and the glaciers themselves. To study the effects of these accumulations of ice long after the ice itself has disappeared is a forbidding undertaking, and endless disputes are continually arising among those who treat of the glaciers of long ago; but Mr. Russell deals with what is happening to-day, and his text is very readable, instructive and reliable in every particular. The map, diagrams and illustrations are all good. (Ginn & Co.)—"ELEMENTARY GEOLOGY," by Ralph S. Tarr, is the work of an author with a happy way of expressing himself, which makes his book very readable. Mr. Tarr has wisely induced his publishers to admit many pictures, for without them, geological text, however plain, is a dead language to the average reader. The text is well supplied with cuts and there is a full-page photograph to every twenty pages. This work is intended as a companion volume to the author's "Physical Geography," and, like it, deserves to prove very popular with students of these important subjects. (Macmillan Co.)

A COMMITTEE of the Association of Collegiate Alumnae has compiled a pamphlet containing "Contributions towards a Bibliography of the Higher Education of Women." It classifies the literature on the subject as follows: General and Historical, Higher Education in Relation to Health, Coeducation, Professional and Scientific Studies, Post-Graduate Study, Occupations and Opportunities for College-Bred Women, Colleges and Universities wholly or partly open to Women, and Societies for the Education or Advancement of Women. The books and articles to be found in the Boston Public Library are indicated. (Boston: Trustees of the Public Library.)—THE FIFTH annual issue of the handbook of "Graduate Courses," for 1897-8, follows the methods of the previous editions. Being the official organ of the Federation of Graduate Clubs, it contains an extended abstract of the proceedings of its latest convention. (Macmillan Co.)—DR. W. J. ROLFE has prepared what we believe to be the first complete variorum edition of Tennyson's "Princess" for the Riverside Literature Series. The text used is that of the latest English edition (1884), all the various readings, so far as the editor has been able to ascertain them, being given in the notes. (Houghton, Mifflin & Co.)

JAMES JOHONNOT'S "Principles and Practice of Teaching," originally published in 1878, has been revised by his widow, Mrs. Sarah Evans Johnnot, and added to the International Education Series. While in no sense an innovator, Johnnot was still less a "disciple." He did not, says Mrs. Johnnot, "presume to call the principles he advocated new. Thinkers in ages long past had stated them, but the schools, public and private, and the colleges as well, had not only ignored them: they had nullified them." He ranked himself on the side of the educational reformers of his day, and his work is of permanent value because it lays stress on the interdependence of the whole body of knowledge, teaches it progressively in every chapter, and insists upon its coordination in the course of study outlined in one of the later chapters. Dr. W. T. Harris, the United States Commissioner of Education, who is the editor of the Series, says of Johnnot that "as educational reformer he helped thousands of struggling teachers who had brought over the rural school methods into village school (or 'union school') work. He made life worth living to them. His help, through the pages of this book, will aid other thousands in the same struggle to adopt the better methods that are possible in the graded school." (D. Appleton & Co.)

The Lounger

THE VILLAGE of Larchmont, on the Sound—a suburb of New York unique in its attractiveness to people of not immoderate means,—has been widely and gratuitously advertised as a colony of theatrical folk, the headquarters of a yacht club and the site of a summer hotel which, without a liquor license, dispensed Manhattan cocktails and other palatable concoctions to casual callers as well as permanent guests. The quiet development of the place along other lines has attracted no attention whatever. To judge from the newspapers, one would take it to be the summer home of a few actors, a great many yachtsmen and a thirsty crowd of hotel boarders.

WHAT ONE HEARS little or nothing about is the rapid growth of the village, not merely as a summer resort, but as a place of permanent residence; the abatement of the hotel nuisance; the continual springing up of new cottages—largely of the colonial type—designed by a young architect of unusual taste and skill; the building of a beautiful stone church and rectory by the Protestant, and of a pretty little church and parsonage by the Catholic, residents; and the organization and equipment of a fire department better provided with means for fighting the flames than that of any other village of its size in the country. One great need of the place has always been a first-rate private school; and by the united action of the villagers that essential condition of wholesome development has at last been supplied. In view of this good showing, the people of Larchmont are just now patting themselves vigorously on the back; and I, for one, can hardly wonder at their doing so.

MR. HALL CAINE holds the record for high prices. He may not get as much per word as Mr. Kipling, but he has been paid more for his latest book, "The Christian," than any novelist has received even in this age of big prices. Major Pond, who has just returned from a visit to Mr. Caine on the Isle of Man, says that he was at Greba Castle when Mr. Heinemann's first cheque was received, and that it was for 10,000/. This, mind you, is only an advance on royalty account, and for English book-rights alone. The United States and the colonies are still to be heard from. The book was published here on the 13th inst., and within a week the third edition was on the press of Messrs. Appleton. I understand that "The Christian" is selling over here better than "The Manxman," and that was a great success. Three large editions were printed before its first publication.

IT IS three years since Mr. Caine has published a book, and during all that time he has been working on "The Christian." At first he made notes, and these notes, Major Pond tells me, filled six barrels! Some of them are here reproduced. The complete book was rewritten three times. No wonder that Mr. Caine is exhausted when his books are finally ready for the press. I hear that, instead of taking a vacation of a year, or six months at least, he is making notes for a new story! Fortunately for Mr. Caine, he lives in the country, and is bound to get fresh air and a certain amount of recreation. Major Pond believes that a lecturing or reading tour in the United States will be as great a rest as Mr. Caine needs. When I hinted that such a tour might be fatiguing, the well-known manager looked at me with a look that asked as plainly as words, Where did I get such a foolish idea? "Travelling through the United States nowadays is more restful than staying at home," he said. "All a man has to do is to step into his state-room on board the train and, surrounded by every luxury, he is carried quickly to his destination. There he is taken in a carriage to his hotel, where he eats his dinner, dresses

and, taking another carriage, is driven to the lecture-hall. He finds a sympathetic audience to which he reads for an hour or so, then shakes hands with a few hundred admirers, returns to his hotel, has a light supper and goes to bed. The only trouble is when he accepts invitations to public suppers after the lecture and spends the night in eating and drinking. Mark Twain was made a well man by his lecture-tour. By the way, I expect to have him for another tour through the United States before long," concluded Major Pond.

WHEN ALL ELSE FAILS, Mr. W. L. Alden can earn a good living as a typewriter, or "typist," as they call it in England. When "driven to it," he can write three thousand words an hour, he tells *The English Illustrated Magazine*; but his usual rate is eighteen hundred. Writing stories at several cents a word pays him better than copying manuscripts at five cents a hundred words, but as a copyist he has something to fall back upon in case his imagination or his humor should fail him.

A CORRESPONDENT in Waterbury, Conn., writes me as follows:—"We have a Methodist colored church here, and, as the newspapers say, 'there has been a religious awakening' in it recently. One of the dusky exhorters who has been instrumental in bringing about the awakening, speaking of the great condescension of the Savior, said that while on earth he did not hesitate to associate with 'publishers and sinners.'"

SO FAR AS I have observed, there is only one university in the United States that prints in its catalogue the daily bills-of-fare of boarding undergraduates. From the current number of this catalogue I learn that "lunch," on Sunday, consists of "Corn-beef Sandwiches," and on Monday of "Vegetable Soup, Bread,

A PAGE OF NOTES FOR "THE CHRISTIAN"

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Butter," on Thursday of "Hash or Canned Salmon, Bread, Tea," and on Saturday of "Homemade Bread, Apple-Sauce, Butter, Meat." I believe these *menus* to be unique, in that they present butter as a course by itself. At dinner, the fare is more substantial; and a bait is laid before the unfledged Afro-American, weighing the rival claims of several institutions, in the promise of "Buck-wheat Cakes, Doughnuts, Gingerbread, Cocoa, etc., occasionally." No wonder students flock to Washington not only from all the states and territories, but from Africa, Canada, Honduras and the West Indies, and even Corea and Japan. It is worth coming from afar to be able to cultivate Latin, Greek, the Hebrew Scriptures, homiletics, bibliography, "reading and spelling," on a little oatmeal—or cornbeef sandwiches. I suppose the luncheons are arranged with special reference to the studies for each day. I despair, however, of fitting the culinary courses to the curriculum, myself, and can only marvel at the ingenuity which determines whether canned salmon or tea goes better with homiletics than apple-sauce or butter, or whether vegetable soup is preferable to home-made bread, if one is wrestling with the Hebrew Scriptures.

I PRESENT HERewith a picture of the handsome and substantial little building presented to the Library Association of Greenwich, Conn., by Mrs. A. A. Anderson. It has been occupied since 15



Jan 1896. I am happy to find, by the way, that my sight is still good enough to read the inscription above the entrance, small as it appears in this reproduction: "Vita sine Literis Mors Est."

"YOU HAVE COPIED, sometimes, astonishing advertisements from English journals," writes G. L. R. of Bennington, Vt. "This, from *The British Weekly*, seems worthy a place beside them":—

"RECOVERED FAITH.—To Theological Students and others.—A genial literary man, who has made Christian evidences a special study to the recovery of his own personal faith, would share sitting-room (on lofty upland, near sea and hydro, with lovely views and purest air), and give evidential and elocutionary instruction to one or two gentlemen.—Terms from Author, Hadson's Advertising Offices, Salisbury Square, E. C."

THE WORK OF "Octave Thanet" is more familiar than her face. To many of her readers this little portrait of Miss Alice



French will be welcome as confirming the impression of intelligence, vigor and kindliness conveyed by her numerous and successful books. It is printed in connection with the appearance of her latest work; "The Missionary Sheriff," reviewed with appreciation in *The Critic* of June 26.

A Flageolet

ACROSS the amethystine twilight hush,
Now low and luring, and now full and strong,
Rise rhythmic rhapsodies, as though a thrush
Were pouring forth its lyric heart in song.

Is it not strange that note on silver note
Should be evoked by immelodious man?
Nay! for when first this reed had vocal throat
'Twas pressed against the pursed lips of Pan.

CLINTON SCOLLARD.

London Letter

A WORTHY ATTEMPT is just being made to save from "the hand of time and rasure of oblivion" one of the most interesting relics of Dickens's London still remaining. This is the old gateway to the ruined and little-used churchyard in the parish of St. Clement Danes, through which Jo pointed out to Lady Dedlock the burial-place of her luckless lover, Capt. Handon. It was at this gate, too, as the reader will remember, that Esther Summerson at last found her mother, dead. The old churchyard has practically disappeared, and a few weeks ago arrangements were concluded for building over the space, so that, in the ordinary course of business, the old gate will have to be removed. Yet its timbers hold together, and it is hoped that the framework may be removed and set up in some archway in the neighborhood. For it has been very largely visited by tourists, and especially by Americans, and the remnants of the old London of slums and strange corners in which Dickens took such a keen delight are gradually passing away only too surely.

Another most interesting house, connected, if not with Dickens's fiction, at least with his own daily life, has just changed hands. I mean "Jack Straw's Castle," the old inn on the edge of Hampstead Heath. *The Bookman* affirms that it was bought for 34,500*l.*, a good round sum enough. It stands on the summit of the Heath, by the Whitestone pond, and looks straight down into the Vale of Health, where Leigh Hunt used to live. From its doorstep, which is exactly on a level with the cross of St. Paul's Cathedral, you can see to your left the rising ground where Keats wrote "I stood tiptoe upon a little hill," and to your right the tops of the trees in the lime-walk where Leigh Hunt parted from him with the words, "There is death in that hand." The old inn retains its ancient features, and is one of the most interesting places in an exceedingly interesting neighborhood.

Mr. Cecil Aldin, who was so successful last Christmas with his illustrated edition of Præd's "Everyday Characters," has two fresh books in hand. For Mr. Pearson he is to do a volume of sporting sketches, profusely illustrated with humorous designs; and later on, I understand, he contemplates a collection of nursery rhymes, with pictures of a more childlike blandness. Perhaps the clever illustrations which appear in this week's *Sketch* are a first instalment of the projected volume.

We have heard a good deal of the achievements of the American millionaire, but we have yet to learn that the dollars of New York can lift a man to the honors and advantages of the Emperor of France. However, no less an escapade is to be the theme of a new novel by Mr. Louis Tracy, who made some success this year with an imaginative account of "The Final War." The millionaire in question conquers France "with a commercial prospectus," and succeeds in reclaiming the desert of Sahara and equipping it as a fertile colony. Surely, the seeker after sensation can ask no further; the idea of Sahara blossoming like the rose should prove a fortune to the ingenious Mr. Tracy, who as sometime editor of *The Sun* and of *The Evening News* has long since proved himself a journalist with a keen appreciation of the public taste. This last literary adventure of his is to be published by Mr. Pearson, who, under the energetic advice of his lieutenant, Mr. G. B. Burgin, would seem to be getting together a very promising autumn list.

Mr. Hall Caine's novel, "The Christian," is to be published next Monday, and the advance-orders beat the record: 30,000 copies are already subscribed, and Messrs. Simpkin & Marshall's order amounted to 10,400 copies. Mr. Caine is reported to be extremely exhausted upon the conclusion of his work, and in urgent need of at least six months' rest. He has worked unremittingly for a year upon the final draft of the story, and has inevitably taxed his strength to the utmost. But it is confidently believed that the sale of "The Christian" will exceed that of any novel published

during the last twenty years, for never has the slack season been so vivified by the publication of a single book. Mr. Caine has been asked to lecture in America during the coming winter, but is understood to have (very wisely) declined, on the ground that he needs absolute rest. "Non semper arcum tendet Apollo."

It is very interesting to hear that the Brontë boom, for which Mr. Clement Shorter and Dr. Robertson Nicoll are mainly responsible, has been instrumental in raising the price of *éditiones principes* of the Brontës' works. Seventeen guineas was paid this week for a copy of the first edition of "Jane Eyre"—a price hitherto untouched by the book at Sotheby's. By the bye, the end of Brontë books is not yet, for Mr. W. W. Yates, the founder of the Brontë Museum, is about to enter the lists with a volume on the father of the famous sisters, dealing especially with his work in the parishes of Dewsbury and Hartshead. Truly, the revival lasts and is strong!

LONDON, 6 AUG. 1897.

ARTHUR WAUGH.

Music

National Conservatory of Music Degrees

THE National Conservatory of Music has at last decided to avail itself of the privilege of conferring degrees, vested in it by act of Congress in 1891. It has moved slowly in this matter, feeling that the value of its degrees must depend upon the fairly earned prestige of the Conservatory, and that no permanent good could come from the premature exercise of its special power—a power which it alone, of all American conservatories, derives from the National Government. Diplomas will be given, hereafter, to all students who satisfactorily complete the full course in any department of the Conservatory, and certificates of standing and progress to pupils unable to complete a full course. For special excellence in any course, Honorable Mention will be given in addition to a diploma. The degree of Doctor of Music will be conferred only in the case of a musician of remarkable talent and achievement, who may or may not be a graduate of the Conservatory; the degree being based upon the verdict of an international jury of musicians.

What the Conservatory has done and is doing may be gathered from a brief statement recently issued by the management:—"The Conservatory has been in existence for twelve years; it enlists the labors of between 50 and 60 instructors, its actual pupils number 686, and it has supplied tuition since it was established to 2897. It is a musical high-school, where pupils can prepare themselves for the career of concert, church or opera singers, or solo or orchestral players, for a merely nominal sum. It places the best obtainable musical education within the reach of all, upon the condition that they give proof of sufficient natural talent to justify their admission." It may be added that it is not a money-making enterprise, but owes its inception to a determination on the part of its founders (first among whom is Mrs. Thurber) to open a musical career to every young American qualified by gifts and ambition to pursue it.

The headquarters of the Conservatory are in Seventeenth Street, this city, but a branch, for piano instruction, is to be opened this week in upper Lexington Avenue. The principal instructors on the piano are Mr. Joseffy and Miss Margulies.

Educational Notes

The Evening Post prints an interview with Mr. John Brisben Walker, editor and publisher of *The Cosmopolitan Magazine*, on the subject of the newly started Cosmopolitan University, of which ex-President Andrews of Brown University is to be the President. Mr. Walker modestly characterizes his new venture as "the greatest and most beneficent educational enterprise ever conceived and brought to realization." For the present, its expenses are to be borne by the magazine, which is expected to derive "dignity and importance and prestige" from the connection. The chief outlay will perhaps be for postage, which is expected to amount to \$10,000 a year. Then there will be the President's salary, clerk hire, and compensation for "experts." Of a proposed Advisory Board of ten, the following five members have been appointed by President Andrews: Mr. Spencer Trask, the well-known banker of New York; President McAllister of Drexel Institute, Philadelphia; Dr. Albert Shaw, editor of *The American Monthly*; Gen. Samuel Thomas, the prominent railroad man, and Mr. George F. Seward, President of the Fidelity and Casualty Company of New York.

Wednesday was the opening day of the session of the British Association for the Advancement of Science at Toronto. Count-

ing the Canadian delegation, it is estimated that the attendance will number 1600. Among the recent arrivals are President John Evans, President-elect James Bryce, M.P., and President Jordan of Leland Stanford University. Lord Kelvin, who recently visited Niagara, is preparing a paper on "The Water-Power Supply of the World." Prof. Willis L. Moore of the Weather Bureau will read a paper on the "Atmospheric Survey Daily Made in the United States." Chief among the social functions of the meeting was the reception given by the Governor-General and Lady Aberdeen at the Parliament buildings, on Thursday. Two thousand invitations were issued.

Miss Martha Veeder, a Cornell graduate, who has been teaching in the Newark (N. Y.) Union School, has been appointed Professor of Mathematics in the Huguenot College at Wellington, Cape Colony.

Dr. W. E. B. DuBois, the author of "A History of the Suppression of the African Slave Trade to the United States," has been appointed to the Professorship of Economics and History at Atlanta University, left vacant by the death of Prof. John H. Hincks. Prof. DuBois is a Negro and a Ph.D. of Harvard (1895). A sketch of his career (he is only twenty-nine years old) was given in *The Critic* of 24 Oct. 1896, page 251. A review of his book will be found on page 100 of this issue.

Gov. Budd of California has appointed Mrs. Phoebe A. Hearst a regent of the University of California, vice C. F. Crocker, deceased. Mrs. Hearst contemplates the erection of buildings at Berkeley costing some millions of dollars. Her appointment has been received with general approval by the people of the state.

Mr. Spalding, a Chicago lumber dealer, has given \$20,000 for an historical society and free library building in Athens, Pa., his native town.

Dr. W. Flinders Petrie, the Egyptologist, has presented to the University of Chicago a valuable collection of relics excavated along the Nile, among them being statues of Nef Khefa, a wealthy nobleman, and his wife, which are said to be nearly 5000 years old. They are of limestone, remarkably well preserved, and will go to the Haskell Oriental Museum of the University.

Prof. Schmoller of the Berlin University has been elected its Rector for the coming academical year. In view of the recent attacks made upon the socialism of the chair, his election is regarded as a proof of the University's resolution to maintain its independence.

Frederick D. Stone, since 1876 Librarian of the Historical Society of Pennsylvania, who died in Germantown on Aug. 12, was born in Philadelphia, April 1841. He edited and was a frequent contributor to the *Pennsylvania Magazine of History and Biography* and collaborated with Prof. John Bach McMaster in editing "Pennsylvania and the Federal Constitution." He wrote, also, the chapter on the early history of Pennsylvania in the "Narrative and Critical History of America," edited by Justin Winsor. Several years ago the University of Pennsylvania conferred upon him the degree of Doctor of Letters.

The Macmillans have since July 1 ceased to act as agents in this country of the Clarendon and University presses, the New York representative of those presses being now Mr. Henry Frowde, who had before had partial charge of their American issues.

The Macmillan Co. is about to publish a new "Handbook of European History," by Arthur Hassall, general editor of the Periods of European History Series. It is arranged somewhat after the plan of Nichols's Historical Tables, or the Chronological Outlines of Literature by Ryland and Whitcomb, parallel columns showing what events of importance were taking place at or about the same time in Germany, eastern and southern Europe, England and France. Following these comparative tables are a few tables of genealogies, lists of sovereigns, etc. The same house announces a "Short History of Rome," by E. S. Shuckburgh, author of "The History of Rome to the Battle of Actium." It is intended to meet the present requirements of the college entrance examinations, and contains maps, plans and a few illustrations.

Messrs. D. C. Heath & Co. will publish about Sept. 1 "Freshman Composition," by Henry G. Pearson of the Massachusetts Institute of Technology, who has set forth therein the method of teaching English pursued in that institution. The book has been prepared primarily as a guide for students' use in the class-room. It begins with the study of the whole composition, then treats of the paragraph, the sentence, and last of all, of words, thus completely reversing the order of Mr. Barrett Wendell's excellent book. Prof. Arlo Bates has written an introduction.

Notes

MR. RICHARD HARDING DAVIS authorizes us to say that the rumor that he is going to live abroad is absolutely without foundation. He intends to make New York his home in the future, as it has been for many years past. Mr. Davis is at present in Marion, Mass., at work upon a new story.

—On Aug. 6, the anniversary of the birthday of the late Lord Tennyson, the memorial Beacon Cross on Freshwater Down was dedicated in the presence of a large and reverent crowd gathered from all parts of the Isle of Wight. The Dean of Westminster unveiled the monument, and the Archbishop of Canterbury offered the prayers and pronounced the benediction. Lord and Lady Tennyson stood beside the prelates, and the Rev. Dr. Merriman, Rector of Freshwater, formally handed over the Beacon to Admiral Hector Stewart, representing the Trinity House. A large proportion of the money for the Beacon was sent from America, a fact which is gratefully indicated on the face of the Cross. The list of the American contributors to the fund may be found in *The Critic* of 28 Dec. 1895, this paper having been chiefly instrumental in collecting the \$1228.51 sent by this country as its tribute to the memory of the great poet. The Beacon is placed at the very outermost angle of the western island, and on the very spot, as a friend of the late poet avers, where the venerable Laureate used to pause in his daily walk, and gaze on the beautiful panorama. There seems a special appositeness in the idea that he who so well understood the meaning of the sea should be himself thus remembered by sailors, for whom he had a great and lasting affection.

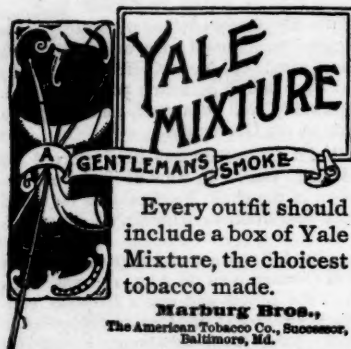
—Messrs. Small, Maynard & Co. of Boston announce new editions of Whitman's Prose Works and "Leaves of Grass," the latter with a supplement of new poems. They propose to put on the market a set of handsome volumes—to give Whitman's work for the first time a worthy dress.

—Mr. Kipling has cabled a friend at Brattleboro, Vermont, "Boy, both well." The dispatch is dated Rottingdean. It is understood that the newcomer's name will be Rudyard.

—A number of autograph letters written to Dean Farrar by Tennyson, Browning, Lowell, Holmes, Dean Stanley and others will be reproduced in facsimile in Dean Farrar's forthcoming book, "Men I Have Known," to be published in October by Messrs. T. Y. Crowell & Co. They announce, also, a translation of the historical novel, "The Pharaoh," from the Polish of Boleslaw Prus.

Publications Received

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| Brown, A. E. Beside old Hearth-Stones. \$1.50. | Lee & Shepard. |
| Browning, R. The Pied Piper of Hamelin. 15c. | Houghton, Mifflin & Co. |
| Carpenter, F. L. Outline Guide to the Study of English Lyric Poetry. 35c. | University of Chicago. |
| Dolbear, A. E. Modes of Motion. 75c. | Lee & Shepard. |
| Emerson, R. W. Poems. 15c. | Houghton, Mifflin & Co. |
| Foot, E. L. The Librarian of the Sunday School. 35c. | Estes & Mains. |
| Hubbard, Elbert. Little Journeys to the Homes of Famous Men. 10c. | G. P. Putnam's Sons. |
| Jones, W. C. Elements and Science of English Versification. 10c. | Peter Paul Book Co. |
| Kincaid, N. T. 'Gainst Wind and Tide. 15c. | Rand, McNally & Co. |
| Life and Correspondence of Rufus King. Ed. by C. R. King. 10c. | Vol. IV. \$5. |
| Magnat, Jules. French Practical Course. \$1. | G. P. Putnam's Sons. |
| Parkman, Francis. The Jesuits in North America in the Seventeenth Century. 2 vols. 10c. | Macmillan Co. |
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